

Unit Planning Guide: Grade 8 Unit 4 of 8

Unit Title: "Digging Deeper into Text"	Pacing (Duration of Unit): week 16-21
Grade: 8	Buffer Day(s): 3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

W.8.1c,d,e Write arguments to support claims with clear reasons and relevant evidence.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

Speaking & Listening

SL.8.5 Include multimedia components and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.

Language

L8.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Reading Informational Text

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Writers win an argument through the effective use of reasoning and relevant and sufficient evidence.
- Real readers read like “archeologists” in order to sift through relevant and irrelevant evidence.

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How do writers win an argument?
- How do readers dig deep into text to uncover meaningful evidence?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The difference between a claim and a counter-claim
- Verbals, (gerunds, participles, and infinitives)
- Structure of a fiction and non-fiction text

Strongly suggested anchor text: “Fragment on Slavery” by Abraham Lincoln
“What to a Slave is the 4th of July” by Frederick Douglass

Skills: The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Writing arguments to support a claim
- Comparing and contrasting and analyzing the structure of two or more differing texts
- Delineating and evaluating the difference between relevant and irrelevant evidence